**Halifax County Schools - Elementary School Lesson Plan**

**Unit 1 Week 4**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): September 19 – September 23** |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | I can find important details in a story.  I can put details together to figure out the main idea or message the author is conveying.  I can use illustrations to help determine details and the author’s message in a story. |
| **Content:**  Common Core Standards & Essential Standards | RL.3.2: Recount stories, including fables and folktales, and myths from diverse cultures determine the central message, lesson or moral and explain how it is conveyed through key details in the text.  RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story, (e.g.,create mood, emphasize aspects of a character or setting). | **Technology Standards & Resources:** | [A literary "pot of soup" ideas!](http://www.carolhurst.com/subjects/food.html) |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | RL.3.2  How do we determine the central message of a story or selection?  How do we distinguish between key details that move a story along and other details that enhance the story?  RL.3.7 How do the illustrations relate to what the author tells us about the characters, setting and mood of the story. | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep close by on a clipboard to refer to throughout your whole group, collaboration, and small group instruction. As you listen to student talk about their reading, use the question stems to guide their thinking based on what you are observing and hearing from them during instruction.  [Common Core Question Stems 3rd Grade](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [Common Core Question Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | **aspects of illustrations** (e.g., color, position, size)  **character traits:**the aspects of a person’s behavior and attitudes that make up that person’s [personality](http://reference.yourdictionary.com/word-definitions/define-personality-traits.html)  **emphasize:** focus  **mood:** feelings generated by text  setting: description of where and when a story  takes place  **analyze:** observe closely and produce ideas about  **central message**: the big idea or understanding that an author is trying to get across to the reader.  **explicit**: exact, precise  **folktale**: a story that has been passed down through generations that usually has a lesson  moral | **Teacher Resources:** | [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit?usp=sharing)  [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing)  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  **Use your reading response journals to ask and answer questions while you read informational text of your choice.** | **Read to Someone**  During small group instruction students will read with a partner and check for understanding with the teacher and each other. | **Listen to Reading**  RAZ Kids  or other read aloud programs. | **Word Work**  Introduce a new Word Work Activity to be implemented during Word Work:  Have students use a word study document and create the word using the app, educreation if iPads are an available tool.  [FCRR Materials: Grades 2-3](http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm) (choose from Phonics or Vocabulary Sections for students)  [FCRR Materials: Grades 4-5](http://www.fcrr.org/curriculum/studentCenterActivities45.shtm) (choose from Phonics or Vocabulary Sections for students who are above grade level)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Work on Writing**  Students create their own compositions or finish a writing assignment made by teacher in writing block. |

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| **Monday**  **Subject Integration:**  Writing, Language, Speaking and Listening | **Whole Group** -  [Unit 1 Week 4 ELA lesson plan Monday](https://docs.google.com/document/d/1kFQhukTgTMPDwDVGGxnOTArEGEepMxc7gRfD133nOZ0/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Tuesday**  **Subject Integration:**  Writing, Language, Speaking and Listening | **Whole Group** -  [Unit 1 Week 4 ELA Lesson Plan\_Tuesday](https://docs.google.com/document/d/1GR8SF6x9n4EO6XfE3TSnIQm5_J-DrnRBz_539kKPx_o/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:**  **Social Studies:**  **Essential Standard:** 3.C.1  Understand how diverse cultures are visible in local and regional communities. | **Whole Group** -  [3r\_Unit 1 Week 4 Lesson Plan - Wednesday](https://docs.google.com/document/d/1MtdsC269OMGRIVAxfkVLlkYmCgqxs_yF3D1M4tPfs_8/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Word Work:** introduce a word work activity based on needs you observe for each reading group. They can use the activity as a Daily 5 word work activity in the future  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 4 Lesson Plan\_Thursday](https://docs.google.com/document/d/1NUvhc0kLa7FQbEUytLJsy-r_YIw_xJJvt_dJIwNkJRE/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Comprehension Skill:** Focus on a comprehension skill according to the needs to observe for each reading group.    [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:** | **Whole Group** -  [3r\_Unit 1 Week 4 Lesson Plan-Friday](https://docs.google.com/document/d/1_bjrEZlw3XTcciatR5t-dgJXafUDGdID6JT6Yda_Y9k/edit?usp=sharing)  Common Weekly Assessment  Daily 5 Literacy Celebration: Students gather their work from Daily 5 they’ve worked on all week. Model how to share their work with a partner. They may use a “discussion document” like this one:  [Literacy Celebration Discussion Document](https://docs.google.com/document/d/1CEnRVide4rMBQkUroK4aUPc-XRoEW1OUISiJ7IyxQlw/edit?usp=sharing) | **Small Group** -  Continue mClass Reading 3-D assessments on Red students as needed  Intervention: Conference with individuals or pull a small group of students to focus on a phonics, vocabulary or comprehension skill depending on the needs you have observed. | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |